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ABSTRACT

This study assessed continuing education needs of 120 of Florida's 130 community college librarians using a questionnaire which collected information on librarians' educational backgrounds, work experiences, and unmet educational needs. Findings indicated the majority of respondents had continued their education, and over 50% held administrative positions and had been at community colleges for the major portion of their careers. Librarians favored formal continuing education programs and cited relevant subject matter and convenient schedules and locations as their top priorities in such programs. Various recommendations in response to survey results are suggested, including continuing education courses and workshops for librarians at Miami-Dade Community College; the encouragement of other Florida community colleges to provide post-master's programs for their librarians; a statewide association for community college librarians and a newsletter; and the expansion of the study to include librarians at community colleges throughout the Southeastern United States. (Author/TR)

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AN INVESTIGATION OF THE NEED FOR FORMAL EDUCATION AT THE POST-MASTER'S LEVEL FOR COMMUNITY COLLEGE LIBRARIANS IN FLORIDA

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by

Marcia Fallon, M. L. S.

Miami-Dade Community College

A PRACTICUM PRESENTED TO NOVA UNIVERSITY
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE
DEGREE OF DOCTOR OF EDUCATION

NOVA UNIVERSITY

JULY 13, 1978

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This study assessed continuing education needs of Florida's community college librarians. A questionnaire was used to collect the data. The population for the study consisted of all 120 community college librarians in Florida, except ten librarians at the South Campus Library of Miami-Dade Community College who participated in pilot testing the questionnaire. Data from the survey was analyzed in terms of percentages and frequency counts and presented in tables and bar graphs. Results of the data analysis were used to answer research questions regarding educational backgrounds, work experiences and unmet continuing education needs of community college librarians in Florida. The findings were that: (1) the majority of Florida's community college librarians have continued their education; (2) over half have administrative positions and have been community college librarians for the major portion of their careers; (3) the librarians favor formal continuing education programs; and (4) their basic continuing education needs are relevancy of subject matter and convenient scheduling and location. The recommendations were that: (1) Miami-Dade Community College use data from the study to plan, organize and implement continuing education courses and workshops for community college librarians; (2) community colleges in other areas of Florida be encouraged to provide post-master's programs for their librarians; (3) the findings be made available to community college librarians through the literature; (4) Miami-Dade librarians consider establishing an association for community college librarians in Florida; (5) a newsletter for Florida's community college librarians be established; and (6) the study be expanded to include community college librarians in the Southeastern United States.

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Chapter 1

INTRODUCTION

Today's rapid advance of technology requires that all practicing professionals update and expand the learning they acquired to obtain their degree. In addition to studying the technological advances in their fields, professionals must know about the changing needs of the clients that they serve. Continuing education for professionals ranges from informal education through meetings and independent research to formal workshops and courses.

Librarians, as professionals, have a commitment to participate in formal and informal continuing education. Their reasons for pursuing continuing education may include updating present skills, training for a particular type of library or studying applications of library technologies. Formal continuing education opportunities are not easily accessible to librarians on a national or state level. Florida has few continuing education opportunities for librarians at the post-master's level. There are not any continuing education courses or workshops in Florida designed specifically to meet the needs of community college librarians.

The continuing education needs of community college librarians may be dissimilar to those of university and four-year college librarians. They serve a diverse clientele of students and faculty that often differ dractically in academic preparation, library training, attitudes, ages, economic backgrounds and career goals from the students at universities and four-year colleges.

According to Voigt (1970-74, 68):

> In the unique institution that is the community college library there is a different philosophy of service. It isn't that of the survival of the fittest, 'get through if you can, you are the one responsible,' but rather, 'how do we assist you so that you can get through?' This philosophy of community college service musters all the resources, both human and material, that are available.

Community college librarians need to have access to continuing education programs specifically for their type of library where they can update their skills, train for specific job assignments, share information with other community college librarians and obtain credits toward promotion.

Prior to the establishment of any formal continuing education programs of study, an assessment of the needs of the target group must be conducted. The problem addressed by this study was that there were one hundred and twenty community college librarians in Florida who might be candidates for continuing education programs but the continuing education needs of these librarians had not been assessed. The purpose of the study was to assess the continuing education needs of community college librarians in Florida in preparation for the establishment of formal continuing education courses and workshops. An action research design was utilized to obtain answers to the following research questions:

1. What is the educational background of community college librarians in Florida?
2. What is the work experience of community college librarians in Florida?
3. What are the unmet formal continuing education needs of

community college librarians in Florida?

4. What types of formal continuing education programs for community college librarians in Florida will effectively meet these needs?

A questionnaire was used to collect the data. (See Appendix A.) The population for the questionnaire consisted of all of the one hundred and twenty community college librarians in Florida except the ten librarians at the South Campus Library of Miami-Dade Community College who participated in the pilot testing of the questionnaire. Data obtained from the questionnaire was analyzed in terms of percentages and frequency counts and presented in tables and bar graphs. The findings of the study were used to answer the research questions and recommend formal continuing education courses of study for community college librarians in Florida.

Chapter 2

BACKGROUND AND SIGNIFICANCE

Receiving a professional degree is just the beginning of a learning process that should continue throughout the career of the professional librarian. Librarians must be familiar with many fields of study in order to adequately help others with their research. They must be skilled in communications and administration and understand changing client needs. According to Kortendick (March, 1970, 2):

> The need in continuing education is both for overcoming obsolescence in areas covered in one's basic training and also for enabling the individual advancing in the hierarchy of the library to equip himself with a broader and deeper, and a newer base of knowledge than he received in the fifth-year master's program.

Librarians are motivated to seek continuing education by a desire for advancement in the library profession, an interest in seeking new knowledge and a need to provide better service to library patrons.

Community college librarians may have more diversified continuing education needs than librarians in universities and four-year colleges because of the unique qualities of the students that the community college library serves. Community college student populations vary in academic preparation, aptitudes, ages, economic backgrounds and career goals. Tanis (1967) said that the community college library attempts to meet the total needs of the college and often strives to become a community resource. According

to Allen and Allen (1973, 93):

> With the diverse background and increased size of student populations, the revolutionary revisions and expansion in the curriculum, the emphasis on independent study and research, the increase in knowledge, book and periodical production in all fields, community college libraries have had to undergo dramatic changes in their development during the past decade.

Librarians in a community college must be service oriented and constantly attune to student needs. Moore (1969, 19) stated that:

> Internally the atmosphere of the library should be businesslike, friendly and helpful. It should be characterized by efficient service. the atmosphere of a library attracts or repulses students who, for the most part, use its services according to their attitude toward the library. This fact should be considered seriously by community colledge librarians because many students lack an understanding of the use, purpose and value of the library as a source of learning and enjoyment. Others come with hostility toward everything library. The opportunity that librarians have to help students grow intellectually may be equal to or greater than that of the classroom teacher.

Community college librarians must meet this challenge by continuing to learn through formal and informal education throughout their careers.

Librarians, who want to broaden and update their education, have found that programs of study are often inaccessible and not well publicized. The National Commission for Library and Information Science has founded the Continuing Library Education Network and Exchange (CLENE) in an attempt to alleviate this problem. CLENE assesses continuing education needs nationally; provides information about existing resources; makes employers aware of continuing education needs and plans; and designs, produces and evaluates continuing education programs. A letter to CLENE

regarding continuing education opportunities for community college librarians in Florida and CLENE's reply are included in the Appendix. (See Appendix B.) The letter stated that CLENE was not aware of any continuing education programs in Florida that might be of interest to community college librarians. A letter to the State Library in Florida was not answered. A copy of the letter is in the Appendix. (See Appendix C.) Florida State University in Tallahassee, Florida does offer an advanced master's degree program that requires a minimum of forty-five quarter hours and a doctor of philosophy degree in library science, but it does not offer courses at the post-master's level that are not part of a degree program. In addition, Florida State University is not easily accessible to the majority of community college librarians in Florida.

There are one hundred and twenty community college librarians in Florida and thirty-three at the four campuses of Miami-Dade Community College. These librarians do not have access to continuing education programs specifically for their type of library where they can update their skills, train for specific job assignments, share information with other community college librarians in the state and obtain credits toward promotion. Additional education beyond the master's degree is one of the criteria for promotion at Miami-Dade Community College. (See Appendix D.) However, there are not any library science courses offered at the post-master's level within a one hundred mile radius of any of the four Miami-Dade campuses. Prior to establishing continuing education courses for Florida's community

college librarians, their specific continuing education needs had to be determined.

This study assessed the continuing education needs and provided new data about community college librarians in Florida. The findings of the investigation were used as the basis for recommendations of the establishment of continuing education courses and workshops for Florida's community college librarians. These courses and workshops will greatly aid Miami-Dade Community College librarians who presently do not have access to continuing education programs at the post-master's level in library science. In addition, the study has provided a profile of the work and education experience of the community college librarians in Florida, and it emphasized the need for the sharing of ideas and problems among Florida's community college librarians. The South Campus Library Director verified the need for the study. (See Appendix E.)

Chapter 3

REVIEW OF THE LITERATURE

The literature review covered the period from 1965 to the present. The material reviewed was obtained from a search of the Library Literature Index, the Education Index and Dissertation Abstracts. In addition, the writer requested that the Florida Educator's Information Service in Tallahassee, Florida search Resources in Education and Current Index to Journals in Education for information pertaining to continuing education for librarians. The research reported in the literature was concerned primarily with the continuing education needs of university, four-year college, public and government librarians. There was little information on the continuing education needs of community college librarians.

The research reports indicated that many librarians lack formal continuing education beyond the master's degree. Kortendick (March, 1970), in a survey of 1,347 Federal librarians, found that 57 per cent of the respondents had not enrolled in any form of formal coursework since their master's degree. Surveys of academic and public librarians indicated that their rate of participation in formal continuing education programs was low. A survey by Kaser (July, 1971) of librarians in 69 public libraries and 76 academic libraries found that the median number of librarians per institution taking formal education

beyond the master's was 6 per institution.

Several researchers did not limit their populations to particular types of librarians. The percentages of librarians in these studies who had participated in formal continuing education programs were, also, quite low. Stone (1969) surveyed a group of 138 graduate librarians, selected by a stratified random sampling of 806 librarians listed in Who's Who in Library Service, and found that only 5.8 per cent of the 138 librarians who responded to the survey had taken formal courses in library science at the post-master's level. A survey by Gaver (July, 1971)of 61 librarians in all types of libraries indicated that 77.5 per cent had not engaged in any research projects since receiving their master's degree. Vavrek (May, 1976) obtained similar results from a 1975 survey of the membership of the Pennsylvania Library Association. He found that 74 per cent of the librarians surveyed had not enrolled in any library courses since they obtained their degrees.

Only one survey of the participation of community college librarians in continuing education was reported in the literature. Edsall (1973) surveyed 313 librarians in 508 accredited public two-year colleges and found that 77.5 per cent of the community college librarians who responded had participated in some type of continuing education coursework during the two years prior to the survey. According to Edsall (1973), 15.1 per cent of the community college librarians involved in continuing education were pursuing a degree. In addition, 202 of the 296 community

college librarians, who responded to the survey, had participated in workshops, institutes or seminars during the two years prior to the survey. When these results are compared with those in the preceding paragraph of this study, it becomes apparent that community college librarians are participating in formal continuing education programs at a much higher rate that other librarians.

The researchers reported that many of the librarians surveyed would have participated in formal coursework beyond the masters if they had had access to well-planned courses of study. The importance of planning was stressed throughout the literature. Martin and Duggan (1975) surveyed 112 librarians in the Southwest and found that one of the main complaints was that the planning, coordination and quality control of their continuing education programs appeared to be nonexistent. Effective planning centers around the results of a needs survey. According to Patrick (October, 1976), "the assessment of needs is the first step in the continuing education process, laying the foundation for the development of related training programs." Hiatt (July, 1971) said that "such a survey would reveal gaps in continuing education activities and would identify existing resources, human and material, which could be used in creating a coherent, planned program of continuing education." Stone (1969) felt that a needs assessment aids in the planning of continuing education programs by informing the researcher of what actually motivates librarians to participate in educational programs beyond the master's.

Results of continuing education needs assessment surveys indicated that, in addition to course content, librarians considered continuity of programs, convenience of scheduling, accessibility, personal satisfaction and career needs in their selection of continuing education courses. According to Stone (Summer, 1970), the results of a survey of 138 librarians indicated that accessibility in time and location of continuing education programs for librarians was a primary need. Stone (Summer, 1970, 69) said that:

> Poor accessibility was found to be a major deterring factor. Today no librarian should be penalized in his efforts toward professional growth because of his distance from an organized center of learning....Correcting the problems caused by location calls for innovative planning.

Another need identified in the literature and related to accessibility was encouragement by employers in the form of released time for employees pursuing continuing education. Jesse and Mitchell (March, 1968) stated that one of the difficulties with granting leaves for continuing education was the rigidity of most librarians' schedules. Stone (Summer, 1970, 68) summed up the importance of free time to attend courses and workshops by stating that "inability to meet the criteria of accessibility, convenience in timing and support from supervisors will tend to keep the librarian from participating in the continuing education opportunity...."

Several of the research reports included the continuing education subjects that librarians gave top priority. Goodman (September, 1971) indicated that they wanted high quality programs

that were relevant to their present positions. According to Stone (1974), the subjects that the librarians were most interested in studying were library management, automation and nonprint media. These same subjects, plus reference service, were given top priority by members of the Pennsylvania Library Association who were surveyed by Vavrek (May, 1976) in 1975.

The literature review established that there has been a minimal amount of research on the continuing education needs of community college librarians, but that community college librarians have indicated a strong interest in pursuing education at the post-master's level. The researchers stressed the importance of defining this interest through needs assessment surveys before planning continuing education programs. The researchers stated that poor attendance at library continuing education programs was usually the result of poor planning. Programs were established without determining the content and accessibility of the courses or workshops to the library population for which they were intended.

Chapter 4

PROCEDURES

An action research design was used to assess the continuing education needs of the community college librarians of Florida by providing answers to the following research questions:

1. What is the educational background of community college librarians in Florida?
2. What is the work experience of community college librarians in Florida?
3. What are the continuing education needs of community college librarians in Florida?
4. What types of formal continuing education programs for community college librarians in Florida will effectively meet these needs?

Data for the research questions was collected with the aid of a questionnaire. It was tested for reliability by administering it to ten librarians at the South Campus Library of Miami-Dade Community College on Monday, January 23, 1978. The questionnaire was readministered to the same group on February 6, 1978. The two sets of replies for each librarian were compared and found to be reliable. The only descrepencies between the two sets of replies were in questions 23 and 25. The full text of these questions can be found in Appendix A.. Every librarian but one, who replied to question 23, checked more motivating factors the second time the questionnaire was administered. Question 25

dealt with the subject content of continuing education courses. All of the ten librarians checked more subjects the second time. Questions 23 and 25 were not revised since the additional replies on the second administration did not appear to interfere with the reliability of the questions.

The validity of the questionnaire was determined by interviewing the ten librarians who participated in testing the reliability of the questionnaire and comparing their interpretations of the questionnaire with those of the investigator. Several modifications, additions and deletions were made to the questionnaire to increase its validity. A copy of the original questionnaire has been included in the Appendix. (See Appendix F.) The changes resulting from the validation have been handwritten on the questionnaire form and incorporated in the final version which is Appendix A.

The population for the study consisted of all of the 120 community college librarians in Florida except the ten librarians at the South Campus Library of Miami-Dade Community College who participated in the pilot testing. The questionnaire was mailed to the population the third week in March, 1978. Recipients were asked to complete and return the questionnaires by April 15, 1978. A copy of the transmittal letter that accompanied the questionnaire has been included in the Appendix. (See Appendix G.) A follow-up letter was sent after the deadline for return. (See Appendix H.) Data obtained from the questionnaire was analyzed in terms of percentages and frequency counts and presented in tables and bar

graphs. The results of the data analysis were used to answer the research questions. The basic assumptions of the study were:

1. that the continuing education needs of community college librarians differ from those of librarians in other institutions of higher education;
2. that community college librarians in Florida do not have adequate continuing education opportunities within the state;
3. that the majority of community college librarians in Florida have not pursued formal continuing education beyond the master's degree;
4. that the results of the questionnaire will affirm the need for formal continuing education programs for community college librarians in Florida.

The limitations of the study were that:

1. the librarians of the South Campus Library of Miami-Dade Community College participated in the pilot testing of the survey instrument so their responses were not included in the final survey results;
2. the reliability of a survey instrument is difficult to establish with precision;
3. there was very little control over the number of surveys that were returned.

A glossary of the specialized terms used in the investigation follows:

COMMUNITY COLLEGE LIBRARIANS : Librarians employed in a two-year institution of higher education that provides college transfer,

vocational and technical developments, and adult programs.

CONTINUING EDUCATION: Any form of education at the post-master's level that is related to the field of library science.

EDUCATIONAL LEAVE: A period of time granted to a person for academic study.

FORMAL CONTINUING EDUCATION: Courses or workshops in any area of library science at the post-master's level that require a serious commitment of time and money.

INFORMAL CONTINUING EDUCATION: Self-directed education that involves activities such as reading, attending lectures, conventions, meetings and demonstrations.

LIBRARIANS: Those members of the library staff who have master's degrees in library science.

NEEDS: The disparity between the present continuing education programs for community college librarians in Florida and the programs desired by those librarians.

Chapter 5

RESULTS

The return rate of usable surveys was 93 per cent. The data was analyzed in terms of percentages and frequency counts. Results of the data analysis of the survey are presented in tables and figures. The first portion of the questionnaire dealt with the educational background of the librarians surveyed. The questions were concerned with both pre- and post-master's education.

TABLE 1

DEGREES EARNED BEYOND THE BACHELOR'S

Degree	Number	Per Cent[a]
Doctor of Education	1	.9
Doctor of Philosophy	1	.9
Master of Divinity	1	.9
Masters in Education	9	8.0
Masters in English	2	1.8
Masters in History	3	2.7
Masters in Library Science	93	83.0
Masters in School Librarianship	2	1.8
Masters in Varying Exceptionalities	1	.9
Sixth Year Library Degree	1	.9

[a]Total is more than 100 per cent because some librarians have more than one degree.

Ten of the 112 librarians had another degree in lieu of a master's degree in library science. Five of the librarians commented that they were working on additional degrees. These were a doctorate in library science, a doctorate in education, a master's in library science, a specialist degree and a doctorate in community college education.

TABLE 2

FIELD OF STUDY FOR BACHELOR'S DEGREE

Field of Study	Number	Per Cent
Humanities	42	38
Social Sciences	37	33
Science	5	4
Other	28	25

The 28 librarians who checked "other" were grouped into six fields of study. Twelve listed education as their undergraduate field, and 9 had majored in library science. The other fields of study on the undergraduate level were business, modern languages, home economics and American studies.

Many of the librarians surveyed had attempted to supplement their bachelor's and master's degrees with courses and workshops. Seventy-six per cent of the librarians who had participated in continuing education courses or workshops felt that these continuing education programs had met their learning needs. Fourteen

per cent of the librarians left the question unanswered and 10 per cent were dissatisfied with the continuing education programs they had attended. Table 3 contains a summary of their participation.

TABLE 3

PARTICIPATION IN COURSES OR WORKSHOPS

Participation	Courses		Workshops	
	No.	%	No.	%
Yes	54	48	85	76
No	58	52	27	24

The information obtained from questions 6 and 7 of the questionnaire is included in the next table. The percentages listed in the "books read" column do not total 100 per cent because one of the librarians did not respond to question number 7.

TABLE 4

COMPLETION OF INFORMAL CONTINUING EDUCATION PROJECTS

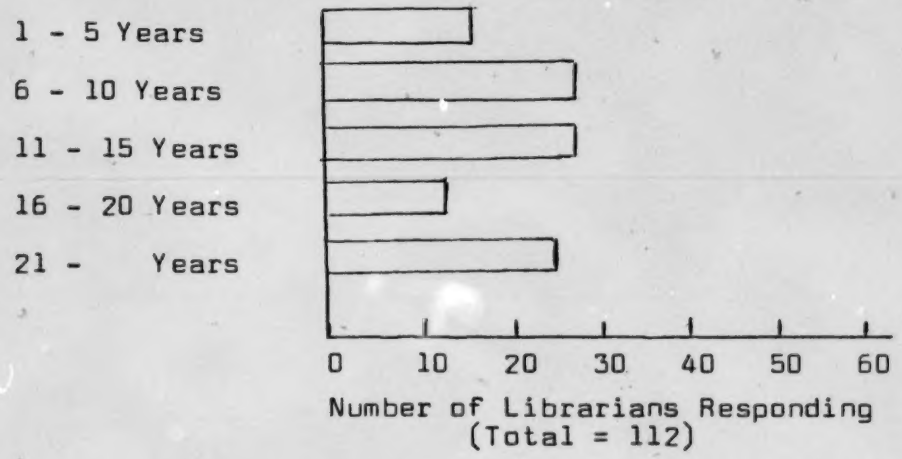
Participation	Research Projects		Books Read	
	No.	%	No.	%
Yes	33	29	96	86
No	79	71	15	13

The professional journals relied on the most by the community college librarians of Florida for updating their knowledge are Library Journal, College and Research Libraries, Wilson Library Bulletin and AV Instruction. A complete listing of the journals and the number of surveyed librarians who read them has been included in the Appendix. (See Appendix I.) In addition to an interest in professional reading, 90 of the 112 librarians who responded to the survey belong to library associations.

The second section of the questionnaire was concerned with the work experience of community college librarians in Florida. A summary of the data generated by this section follows.

FIGURE 1

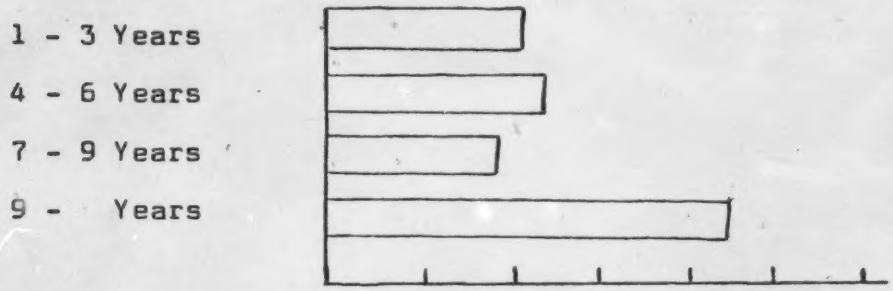
LENGTH OF EMPLOYMENT AS A LIBRARIAN



The majority of the librarians who responded to the survey had been practicing librarians at least six years. Twenty-two per cent had been in their present occupation for twenty years or more. Thirteen per cent had been librarians 16 to 20 years, and 15 per cent were just beginning with 1 to 5 years experience.

FIGURE 2

LENGTH OF TIME IN PRESENT POSITION



Number of Librarians Responding
(Total = 112)

Forty per cent of the librarians surveyed had been in their present position 9 or more years. There were 25 per cent of the respondents in the 4 through 6 years range. Eighteen per cent of the librarians had 7 to 9 years of service with their present employer, and 20 per cent had less than 3 years.

TABLE 5

NUMBER OF EMPLOYEES IN ADMINISTRATIVE UNIT

Employees	No. of Administrators	% of Administrators
One	3	5
Two	5	8
Three	6	10
Four	6	10
Five or More	40	67

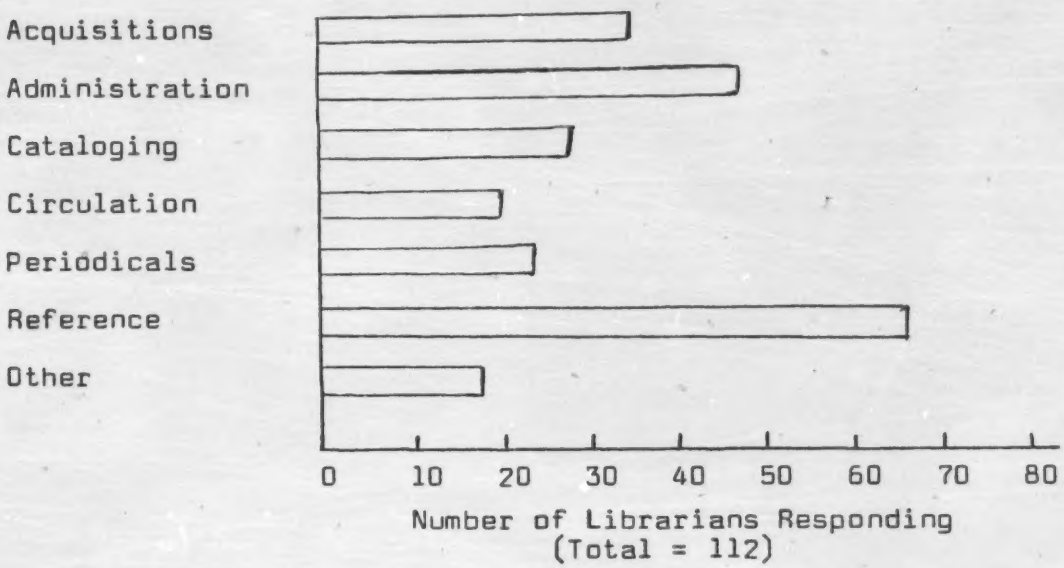
Administrative positions were held by 54 per cent of the community

college librarians surveyed, and 37 per cent had 5 or more employees in their administrative unit. Three of the librarians each supervise only one employee.

Question number 14 was designed so that librarians could list more than one area of library science that they worked with in their present positions. Many librarians did check more than one area.

FIGURE 3

AREAS OF INTEREST IN PRESENT POSITION



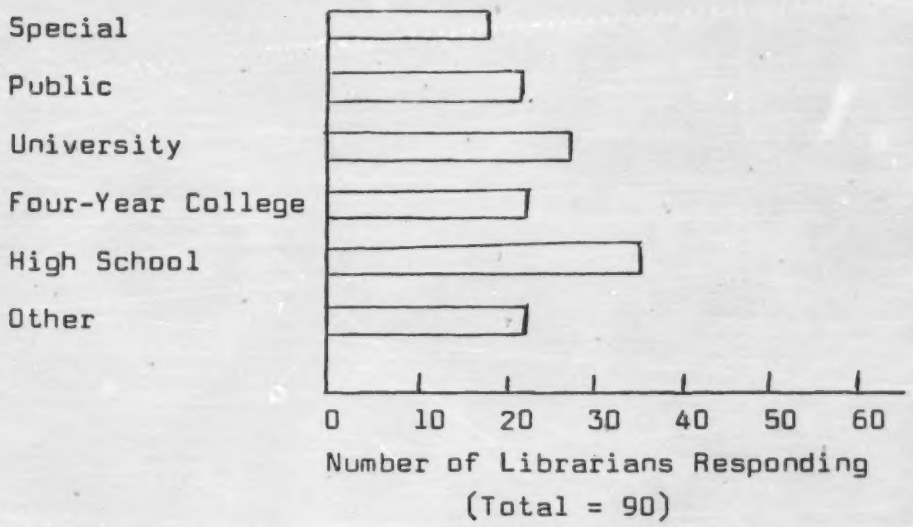
Seventeen librarians listed major areas of interest other than those listed on the questionnaire. Six of these were in the area of library orientation. The other areas mentioned were interlibrary loan, learning labs, television, resource centers, government documents, data processing, special collections, career counseling, and teaching library science.

Eighty-five per cent of the community college librarians

had faculty status, and 80 per cent had worked in other types of libraries in addition to community college libraries.

FIGURE 4

PREVIOUS LIBRARY WORK EXPERIENCE



Twenty-two of the 112 librarians surveyed had worked only in community college libraries. Thirty-five of the 90 librarians who had work experience in other types of libraries had worked in four-year college libraries, and 27 had worked in university libraries. Ten of the librarians had worked in elementary school libraries. Other libraries where the community college librarians had worked were medical, school, military, preparatory school, religious, state and university.

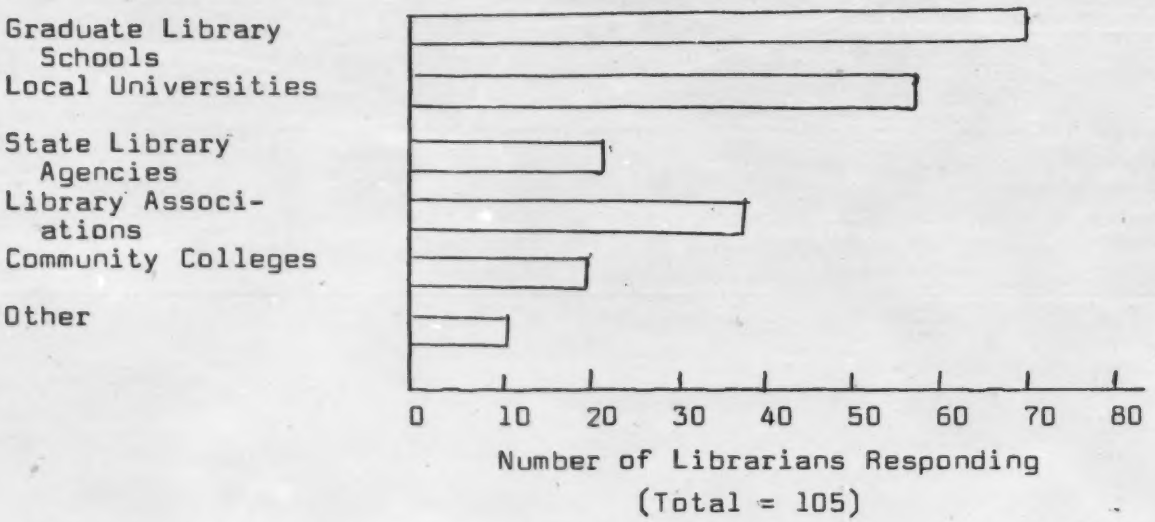
Sixty-six per cent of the librarians surveyed had work experience in an occupation other than librarianship. Thirty-six of these 74 librarians had been teachers, and 7 had clerical experience. The other 21 occupations listed were fairly evenly distributed among the librarians. A listing of the occupations and

the number of librarians who have experience in them is included in the Appendix. (See Appendix J.)

Continuing education was a criteria for promotion for 61 of the 108 librarians responding to question nineteen. Seventy-five of the librarians surveyed could rely on their community college to support their continuing education needs. Although continuing education was a criteria for promotion in many community college libraries, 51 per cent of the librarians surveyed did not have an institution or organization geographically convenient to them that offered library related continuing education courses or workshops. Seventy-one of the 105 librarians who responded thought that continuing education should be obtained from graduate schools of library science.

FIGURE 5

SOURCES OF CONTINUING EDUCATION



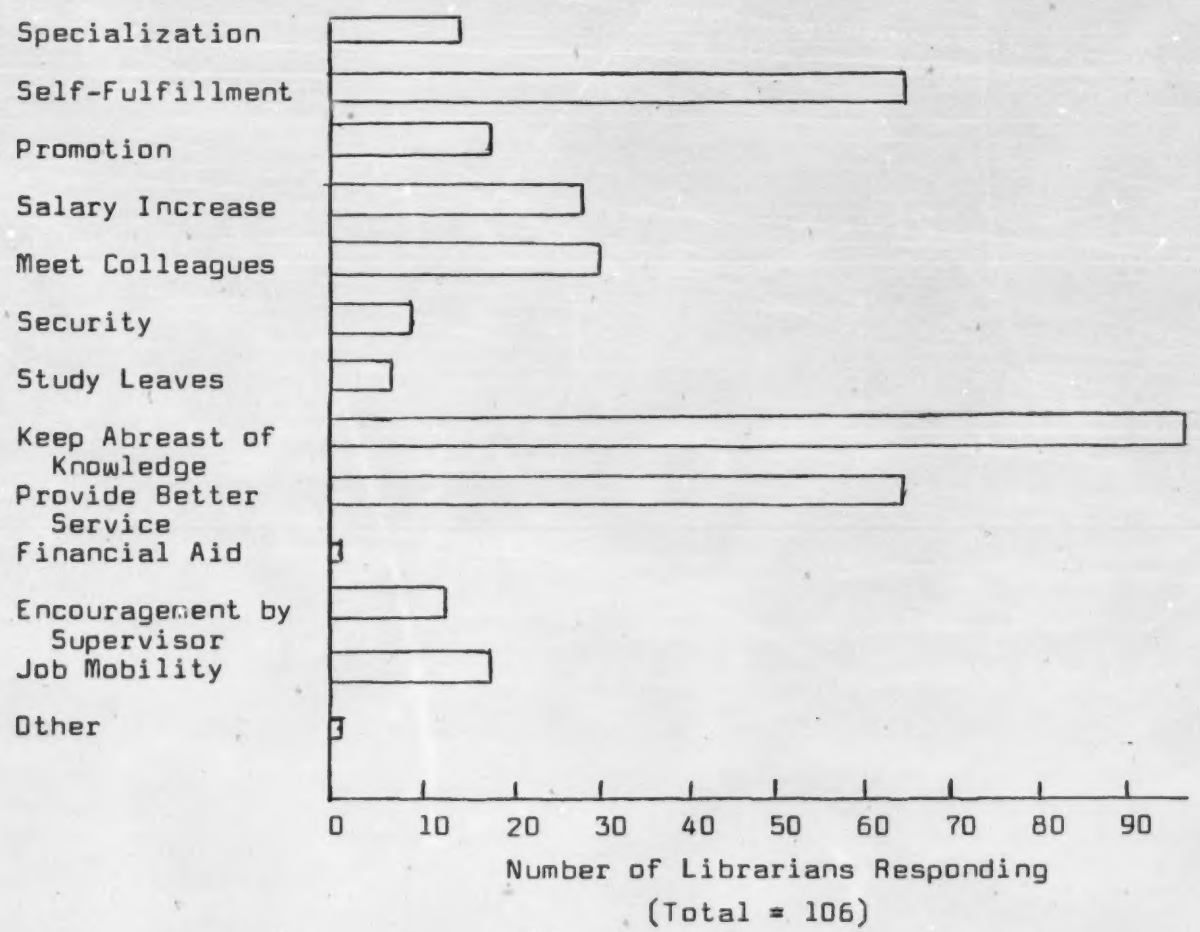
Seven librarians did not respond to question 21, and 11 of the 105 librarians in Figure 5 listed other sources of continuing education.

These included campus professional organizations, out-of-state universities, self-instruction, suppliers of library services and travel.

Fourteen items were cited by the librarians as motivating them to participate in continuing education. The motivating factor that received the highest response was keeping abreast of knowledge in the field. Other motivating factors that received a large number of responses were self-fulfillment and providing better service.

FIGURE 6

MOTIVATING FACTORS IN CONTINUING EDUCATION

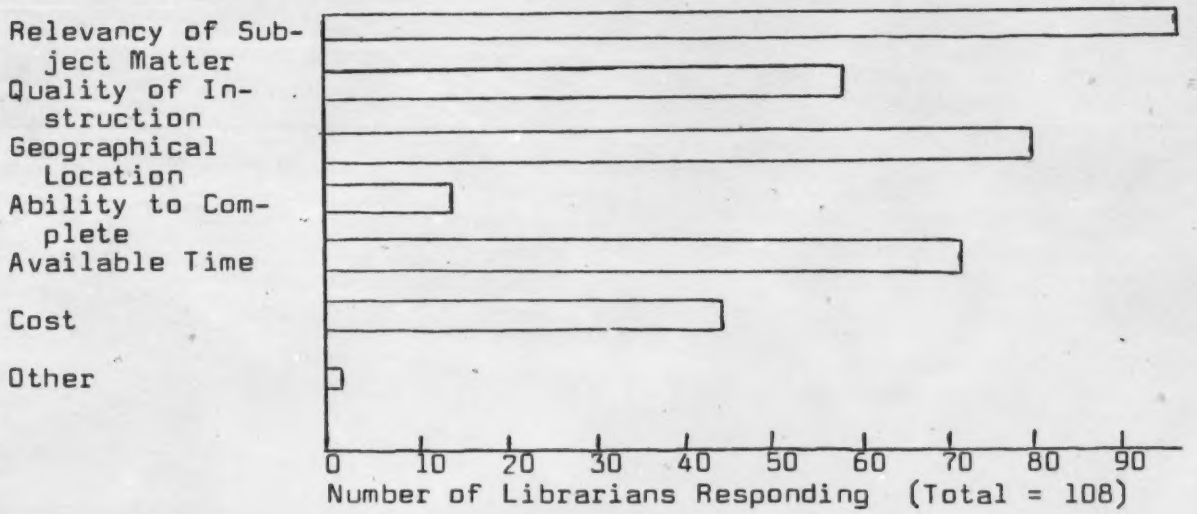


Two librarians listed recertification needs as additional motivating factors. Six of the 112 librarians did not respond to question 23.

Eighty-five per cent of the librarians surveyed were interested in participating in continuing education courses or workshops, and all but 9 indicated the subject content they would prefer. A listing of the subjects included in question 25 and the number of librarians who selected each subject has been included in the Appendix. (See Appendix K.) Seventy-one of the community college librarians were interested in automation courses or workshops. There were 50 who were interested in studying orientation programs for community college students and 48 wanted to know more about community college library administration. A listing of the additional continuing education subjects suggested by the librarians has been included in the Appendix. (See Appendix L.)

FIGURE 7

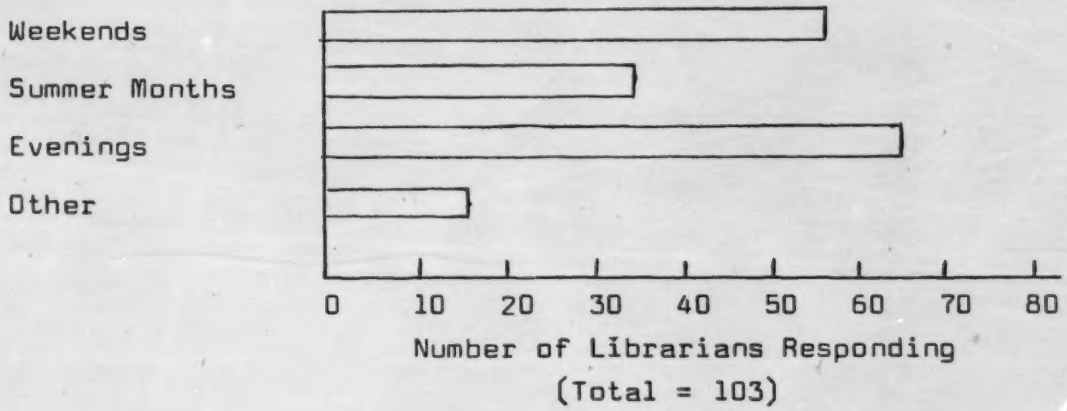
INFLUENCES ON COURSE SELECTION



Factors that community college librarians considered most important in their selection of continuing education courses were relevancy of subject matter, geographical location and available time. In relation to available time, a comment was made by one of the librarians that effect of absence on other staff members must be taken into consideration when selecting a continuing education course.

FIGURE 8

PREFERRED TIMES FOR COURSES AND WORKSHOPS



Nine librarians did not respond to question 27. Of the 103 who did, 66 preferred evenings. Some of these librarians checked weekends as their second choice for a total of 56 responses for weekends. Other times suggested were between school sessions and weekdays, if granted leaves of absence.

A professional association for community college librarians was favored by 73 of the 102 librarians who answered question 28. One person qualified their reply by stating that they would favor an association only if it served a worthwhile purpose and was not organized just for the sake of meeting. Those 29 who

were against the formation of an association for community college librarians stated that there were too many associations already in existence, and that it would be better to work within the community college sections of existing library associations.

The findings of the educational background portion of the survey indicated that the educational background of community college librarians in Florida usually includes a master's in library science with an undergraduate degree in humanities or social science. More than half of the librarians had sought post-master's education through workshops, and almost half had taken courses. Many of the librarians had read books in their subject area, but less than a third had completed research projects.

Most of the community college librarians in Florida have at least six years of work experience with 25 having over 20 years of experience as a professional librarian. Forty of the librarians had been in their present position over 9 years. More than half of the librarians have administrative positions, and 40 supervise 5 or more people. The major areas of interest for the majority of librarians were reference, administration and acquisitions. Eighty-five per cent of the librarians had faculty status and 80 per cent had experience in other types of libraries. Over half of the community college librarians had work experience in another occupation.

The data reported in the needs assessment portion of the questionnaire indicated that, for more than half of the community

college librarians in Florida, continuing education is a criterion for promotion. The findings were that 51 per cent of the librarians did not have continuing education facilities that were geographically convenient to them. The majority of the librarians expected to obtain their continuing education from graduate schools of library science, local universities and library associations. The strongest motivating factor for continuing their education was to keep abreast of knowledge in their field. In addition, the librarians considered self-fulfillment and providing better service important motivating factors. Eighty-five per cent of the community college librarians, who completed the survey, were interested in participating in formal continuing education programs. According to the findings, 71 of the librarians, who favored continuing education, were interested in courses or workshops on automation. Orientation and library administration were also high on their interest list. Factors that were most important in the selection of continuing education courses were relevancy of subject matter, geographical location and available time. Evenings and weekends were the preferred times to attend. The majority of the librarians were in favor of a professional association for community college librarians.

The findings of the study were that: (1) the majority of community college librarians in Florida have attempted to continue their education beyond the master's level; (2) over half of these librarians have administrative positions and have been

community college librarians for the major portion of their careers; (3) the librarians are in favor of continuing education programs; and (4) their basic continuing education needs are relevancy of subject matter, accessible geographic location and convenient scheduling.

Chapter 6

DISCUSSION, IMPLICATIONS AND RECOMMENDATIONS

Discussion

The high response rate and the data obtained from the survey emphasize the interest of Florida's community college librarians in pursuing formal education at the post-master's level. The data from the educational background portion of the questionnaire indicated that most of Florida's community college librarians have participated in informal programs of continuing education, and almost half have completed at least one continuing education course. These findings support previous research by Edsall (1973) on the continuing education of community college librarians. Edsall's research findings were described in Chapter 3 of this study.

Data from the educational background and work experience portions of the questionnaire can be used to determine the content of comtinuing education programs that will be most beneficial to the community college librarians of Florida. The unexpectedly large number of librarians with 6 or more years of experience will require courses on a more advanced level than recent library school graduates. In addition, the fact that over half of the librarians held supervisory positions will help to determine course content. Another aid in content selection is the finding that the major areas of interest of the majority of Florida's community college librarians are reference, acquisitions and administration.

The needs assessment data provided information about what motivates community college librarians to participate in continuing education programs. These motivating factors of self-fulfillment, providing better service and keeping abreast of knowledge in the field can be used as guidelines for the planning of courses and workshops that will be supported by Florida's community college librarians. In addition, the findings included actual subjects that would motivate librarians to attend continuing education programs. The preferences of automation and administration over other subjects support the findings of Vavrek (May, 1976) and Stone (1974) that were discussed in Chapter 3.

The findings indicated the importance of accessibility in relation to time and geographical location in the planning of any continuing education course for Florida's community college librarians. These findings are supported by previous research by Jesse and Mitchell (March, 1968) and research by Stone (Summer, 1970) that was described in Chapter 3.

The questionnaire data indicated the importance of their own professional association to community college librarians. As in the case of the continuing education courses, the findings indicated that community college librarians would only support an association that was relevant to their needs. The desire for well-planned meetings was evident from the survey results.

Implications

The implications of the study are that Miami-Dade Community

College has been provided with a profile of the work experience and educational background of the community college librarians in Florida which can be used as a basis for planning relevant continuing education programs. The study identified the continuing education needs of community college librarians in Florida, and provided information about the motivating factors that will influence the place, time and content of future courses and workshops. The study affirmed the writer's belief in the need for continuing education programs designed specifically for community college librarians.

The tested survey instrument can be used by community colleges in other states to survey the continuing education needs of their librarians. The information obtained from this survey may aid other community colleges in Florida and nationwide in planning and organizing successful programs for their librarians at the post-master's level. It is evident from the findings that community college librarians expect their institutions to take some responsibility for their education at the post-master's level.

The study helped fill a void in reported research on the educational background, work experience and continuing education needs of community college librarians. It provided a profile of Florida's community college librarians. The study may have been the first step in an effort to establish cohesiveness among a group of librarians who have special needs which may differ from those of other practicing librarians.

Recommendations

Miami-Dade Community College should use the data obtained

from the study to plan, organize and implement continuing education courses or workshops for community college librarians. Community colleges in other areas of Florida should be encouraged to provide continuing education programs for their librarians based on the data from the survey. The findings of the study should be made abailable to community college librarians through the literature. It is recommended that the Miami-Dade librarians consider establishing an association for community librarians in Florida. A newsletter for Florida's community college librarians should be established to promote communication. The study should no be limited to Florida, but should be expanded to include community college librarians in the Southeastern United States. This would furnish a profile of Southeastern community college librarians, in addition to providing a larger population for continuing education programs and the membership of a community college library association.

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APPENDIXES

CONTINUING EDUCATION SURVEY

The following questionnaire was designed to assess the continuing education needs of community college librarians in Florida. Please place a check in one or more of the brackets for each question. Thank you.

EDUCATIONAL BACKGROUND

1. What degrees have you earned beyond your Bachelor's degree?

   ( ) a. Master's in Library Science
   ( ) b. Other (Please specify)_____

2. What was your field of study for your Bachelor's degree?

   ( ) a. Humanities
   ( ) b. Social sciences
   ( ) c. Science
   ( ) d. Other (Please specify)_____

3. Have you taken any courses related to librarianship since your last degree?

   ( ) a. Yes
   ( ) b. No

4. Have you attended any workshops related to librarianship during the past five years?

   ( ) a. Yes
   ( ) b. No

5. If you answered yes to Questions 3 or 4, did you learn what you expected to learn from the courses or workshops?

   ( ) a. Yes
   ( ) b. No

6. Have you completed any research projects related to library science in the past five years?

   ( ) a. Yes
   ( ) b. No.

7. Have you read any books related to library science in the past year?

   ( ) a. Yes
   ( ) b. No

8. What professional journal do you rely on the most for updating your knowledge and skills?

_____

9. Do you belong to any library associations?
   ( ) a. Yes
   ( ) b. No

WORK EXPERIENCE

10. How many years have you been employed as a librarian?
   ( ) a. 1 through 5 years
   ( ) b. 6 through 10 years
   ( ) c. 11 through 15 years
   ( ) d. 16 through 20 years
   ( ) e. More than 20 years
11. How long have you been in your present position?
   ( ) a. 1 through 3 years
   ( ) b. 4 through 6 years
   ( ) c. 7 through 9 years
   ( ) d. More than nine years
12. Is your present position administrative?
   ( ) a. Yes
   ( ) b. No
13. If you answered Yes to Question 12, how many people are in your administrative unit?
   ( ) a. One
   ( ) b. Two
   ( ) c. Three
   ( ) d. Four
   ( ) e. Five or more
14. What are your major areas of interest in your present position?
   ( ) a. Acquisitions
   ( ) b. Administration
   ( ) c. Cataloging
   ( ) d. Circulation
   ( ) e. Periodicals
   ( ) f. Reference
   ( ) g. Other (Please specify)_____
15. Do you have faculty status?
   ( ) a. Yes
   ( ) b. No
16. Have you worked in other types of libraries, in addition to community college libraries?
   ( ) a. Yes
   ( ) b. No

17. If you answered Yes to Question 16, identify the types of libraries in which you have worked as a professional librarian.

( ) a. Special library

( ) b. Public library

( ) c. University library

( ) d. Four-year college library

( ) e. High school library

( ) f. Other (Please specify)_____

18. Do you have work experience in an occupation other than librarianship?

( ) a. Yes (Please specify)_____

( ) b. No

CONTINUING EDUCATION NEEDS

19. Is continuing education a criterion for promotion at your community college?

( ) a. Yes

( ) b. No

20. Does your community college support your continuing education needs with in-house programs or assistance in participating in external continuing education programs?

( ) a. Yes

( ) b. No

21. From what sources do you expect to obtain continuing education opportunities?

( ) a. Graduate schools of library science

( ) b. Local universities

( ) c. State library agencies

( ) d. Library associations

( ) e. Community colleges

( ) f. Other (Please specify)_____

22. Is there an institution or organization geographically convenient to you that offers library related continuing education courses or workshops of interest to you?

( ) a. Yes

( ) b. No

23. What motivates you to participate in continuing education?

( ) a. Specialization
( ) b. Self-fulfillment
( ) c. Promotion
( ) d. Salary increase
( ) e. Meet colleagues
( ) f. Security
( ) g. Study leaves
( ) h. Keep abreast of knowledge in the field
( ) i. Provide better service
( ) j. Financial aid
( ) k. Encouragement by supervisor
( ) l. Job mobility
( ) m. Other (Please specify)_____

24. Are you interested in participating in continuing education courses or workshops?

( ) a. Yes
( ) b. No

25. If you answered Yes to Question 24, what subject content would you like the courses or workshops to include?

( ) a. Acquisition of materials
( ) b. Administration of community college libraries
( ) c. Automation of community college libraries
( ) d. Budgeting for community college libraries
( ) e. Communication skills
( ) f. Grant writing
( ) g. Human relations
( ) h. Microforms
( ) i. New reference tools
( ) j. Orientation for community college faculty
( ) k. Orientation for community college students
( ) l. Public speaking
( ) m. Role of the community college library
( ) n. Services for community college students
( ) o. Other (Please specify)_____

26. What would influence your selection of a particular continuing education course?

( ) a. Relevancy of subject matter
( ) b. Quality of instruction
( ) c. Geographical location
( ) d. Ability to complete requirements
( ) e. Available time
( ) f. Cost
( ) g. Other (Please specify)_____

27. When would it be possible for you to attend continuing education workshops or courses?

( ) a. Weekends
( ) b. Summer months
( ) c. Evenings
( ) d. Other (Please sepcify)_____

28. Would you be interested in forming or belonging to a professional association for community college librarians in Florida?

( ) a. Yes
( ) b. No

12213 S. W. 110th Lane
Miami, Florida 33186
February 4, 1978

CLENE
Box 1228
620 Michigan Avenue N. E.
Washington, D. C. 20064

Gentlemen:

As a librarian at the South Campus of Miami-Dade Community College, Miami, Florida, I am doing some independent research on continuing education courses and workshops that are applicable and available to community college librarians in Florida.

Please send me any information that you may have on continuing education opportunities in Florida that would be of interest to community college librarians.

Sincerely yours,

Marcia Fallon

CLENE
CONTINUING LIBRARY EDUCATION NETWORK AND EXCHANGE
620 Michigan Avenue, N.E.
Washington, D.C. 20064
(202) 635-5825

The basic missions of CLENE are: (1) to provide equal access to continuing education opportunities, available in sufficient quantity and quality over a substantial period of time to ensure library and information science personnel and organizations the competency to deliver quality library and information services to all; (2) to create an awareness and a sense of need for continuing education of library personnel on the part of employers and individuals as a means of responding to societal and technological change.

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VIRGINIA YOUNG

March 7, 1978

Marcia Fallon
12213 S. W. 110th Lane
Miami, Florida 33186

Dear Ms. Fallon:

My records show that we have received no information from Florida on continuing education activities which might be of interest to community college librarians. I am sorry that we have no information to send you.

Since the State Library of Florida is a member of CLENE, I am aware that Mrs.Lois Fleming, of that office, is involved in continuing education for Florida. Mrs.Fleming might be of some assistance to you. She may be reached at:

State Library of Florida
R.A. Gray Building
Tallahassee, Florida 32304 904-487-2651

If any information does come in I will forward it to you.

Sincerely

Mary Baxter

Mary Baxter
Assistant Director

APPENDIX C

12213 S. W. 110th Lane
Miami, Florida 33186
February 4, 1978

Florida State University
Division of Library Services
Department of State
R. A. Gray Archives Library and
Museum Building
Tallahassee, Florida 32304

Gentlemen:

As a librarian at the South Campus of Miami-Dade Community College, I am doing some independent research on continuing education courses and workshops that are applicable and available to community college librarians in Florida.

Please send me any information that you may have on continuing education opportunities in Florida that would be of interest to community college librarians.

Sincerely yours,

Marcia Fallon

MANUAL OF POLICY

TITLE	ACADEMIC RANK	NUMBER II - 41
LEGAL AUTHORITY	ACTION BY DISTRICT BOARD OF TRUSTEES	PAGE 1 of 4

DISTRICT BOARD OF TRUSTEES' APPROVAL 7/1/68 and 3/12/69
DATE

POLICY:

A. The criteria for placement and promotion in Academic Rank have been classified into five categories: (1) performance as a member of the faculty, (2) experience and length of service, (3) educational preparation, (4) professional standing and growth, and (5) community service. It is not intended for a person to qualify for assignment in or promotion to a higher academic rank in all of the five categories. Outstanding performance or ability in one or several categories should be regarded as compensatory for a lesser performance in other categories. Where no specific achievements are indicated in the table of criteria, it is expected that a higher rank would demand more distinguished performance than a lower rank.

B. Performance as a Member of the Faculty

1. Teaching activities (including activities of guidance counselors, librarians, etc.)

Evidence of professional potential:

a. With respect to subject matter:

(1) Knowledge of subject
(2) Interest in subject
(3) Breadth and perspective; ability to relate subject matter to broader areas

b. With respect to techniques:

(1) Clear and intelligent presentation of subject matter.
(2) Illumination of subject matter through concrete illustrations, pertinent subsidiary information, applications to practical situations, etc.
(3) Stimulation of lively, well-directed discussions.
(4) Arousal of student interest in subject matter and stimulation to independent thought and effort.
(5) Organization of and preparation for each activity.
(6) Rapport with student.
(7) Adjustment of techniques and subject matter to the range of abilities of students.
(8) Development of student ability to appreciate and engage in critical thinking.

(9) Breadth and diversity of interests: Activities and interests which enable a teacher to develop wider sympathy for, more effective communication with, and deeper understanding of his students.

2. Administrative activities (where applicable)*

a. Attraction and selection of capable personnel.
b. Stimulation of faculty enthusiasm and creativity.
c. Facilitation of regular communication between upper and lower echelons.
d. Provision of necessary materials for optimum working environment.
e. Equitableness and fairness in dealing with subordinates.

*Note: Academic rank for full-time administrative and supervisory personnel shall be assigned on the recommendation of the President. He shall use the same criteria as have been established for the faculty in the several ranks, plus other pertinent criteria and evaluations related to the individual's administrative and/or supervisory responsibilities.

3. Non-teaching activities

a. Work on faculty and other college committees.
b. Extracurricular work with students.
c. Contributions to curriculum development.
d. Effective and willing assumption of responsibility in departmental matters.
e. Interest in individual students as evidenced by personal conferences and informal discussions.
f. Implementation of college policies and procedures.

4. Professional conduct

a. Behavior in an acceptable professional manner on and off campus in all situations where the good name of the teacher and the college are involved.

C. Experience and Length of Service

1. Instructor: No previous teaching experience necessary.

2. Assistant Professor: Minimum of three years' college teaching and/or other relevant teaching experience and/or other experience relevant to the person's position at the college.

MANUAL OF POLICY

TITLE	ACADEMIC RANK	NUMBER II - 41
LEGAL AUTHORITY	ACTION BY DISTRICT BOARD OF TRUSTEES	PAGE 3 of 4

3. Associate Professor: Minimum of seven years' college teaching and/or other relevant teaching experience and/or other experience relevant to the person's position at the college. At least three years of this experience must be at Miami-Dade Junior College.

4. Full Professor: Minimum of ten years' college teaching and/or other relevant teaching experience and/or other experience relevant to the person's position at the college. At least three years of this experience must be at Miami-Dade Junior College.

D. Educational Preparation

1. Instructor: Florida Teacher's Certificate

2. Assistant Professor: Minimum of a Master's degree or equivalent, plus either: 15 credits of significant and related graduate work or equivalent, or 10 years' teaching experience or the equivalent. At least two years of this experience must be at Miami-Dade Junior College.

3. Associate Professor: Minimum of a Master's degree and thirty hours in a subject field, or a majority of the hours in the subject field and the remainder in an area considered important or relevant to the junior college philosophy. Possession of a regular Florida teaching certificate and a recommendation for continuing contract at Miami-Dade Junior College.

4. Associate Professor Senior: Minimum of a Master's degree and forty-five hours of significant and related graduate work or the equivalent are required. Possession of a regular Florida teaching certificate and a recommendation for continuing contract at Miami-Dade Junior College.

5. Full Professor: The Doctor's degree or its equivalent should ordinarily be a requirement for this rank. Possession of a regular Florida teaching certificate and recommendation for continuing contract at Miami-Dade Junior College.

MANUAL OF POLICY

TITLE	ACADEMIC RANK	NUMBER II - 41
LEGAL AUTHORITY	ACTION BY DISTRICT BOARD OF TRUSTEES	PAGE 4 of 4

Educational preparation includes: (1) advanced study with recognized teachers (e.g. in Fine Arts); (2) practical experience in related non-academic fields, including travel.

E. Professional Status, Growth, and Development

1. Professional recognition--grants for research, consultantships with government and private agencies, publishers, etc.

2. Participation in workshops, seminars, and conferences.

3. Evidence of continued and independent study.

4. Pure and applied research.

5. Productivity--publications, including books, articles, and films; planning and production of materials for the mass media; composition and performance in applied arts and sciences.

6. Membership and/or offices in professional organizations

F. Community Service

Contributions made over a period of time to the community which reflect credit on the college.

Robert H. McCabe 1/14/71	Peter Musico Jr 1-14-71
EXECUTIVE VICE PRESIDENT DATE	PRESIDENT DATE

MIAMI-DADE COMMUNITY COLLEGE / South Campus, 11011 S.W. 104 Street, Miami, Florida 33176

November 15, 1977

National Ed. D. Program for
Community College Faculty
Nova University
Fort Lauderdale, Florida

To Whom It May Concern:

The study of the continuing education needs of community college librarians in Florida, which is proposed as a practicum project by Marcia Fallon, Chairman of the Periodicals Department at the South Campus Library, will investigate an area where previous research has been minimal.

In addition to providing new data about the community college librarians in Florida, the study may be a catalyst in providing a cohesiveness and goal sharing among these librarians that is not evident at this time.

The findings of the practicum project will be used to decide whether or not continuing education courses and/or workshops should be promoted in Florida for community college librarians. If the decision is affirmative, the findings will assist in the planning and implementation of these continuing education programs of study.

Sincerely,

Jo E. Dewar

Jo E. Dewar, Director
Library Services

JED:aa

APPENDIX F

CONTINUING EDUCATION SURVEY

The following questionnaire was designed to assess the continuing education needs of community college librarians in Florida. Please place a check in ~~the applicable box or boxes~~ one or more of the brackets for each question. Thank you.

EDUCATIONAL BACKGROUND

1. What degrees have you earned beyond your Bachelor's degree?

   ( ) a. Master's in Library Science
   ( ) b. Other (Please specify)_____

2. What was your field of study for your Bachelor's degree?

   ( ) a. Humanities
   ( ) b. Social sciences
   ( ) c. Science
   ( ) d. Other (Please specify)_____

3. Have you taken any courses related to librarianship since your last degree?

   ( ) a. Yes
   ( ) b. No

4. Have you attended any workshops related to librarianship during the past five years?

   ( ) a. Yes
   ( ) b. No

5. If you answered yes to Questions ~~4~~ 3 or 5 4, did you learn what you expected to learn from the courses or workshops?

   ( ) a. Yes
   ( ) b. No

6. Have you completed any research projects related to library science in the past five years?

   ( ) a. Yes
   ( ) b. No

7. Have you read any books related to library science in the past year?

   ( ) a. Yes
   ( ) b. No

8. What professional journal do you rely on the most for updating your knowledge and skills?

_____

9. Do you belong to any library associations?

( ) a. Yes
( ) b. No

WORK EXPERIENCE

10. How many years have you been employed as a librarian?

( ) a. 1 through 5 years
( ) b. 6 through 10 years
( ) c. 11 through 15 years
( ) d. 16 through 20 years
( ) e. More than 20 years

11. How long have you been in your present position?

( ) a. 1 through 3 years
( ) b. 4 through 6 years
( ) c. 7 through 9 years
( ) d. More than nine years

12. Is your present position administrative?

( ) a. Yes
( ) b. No

13. If you answered Yes to Question 12, how many people ~~do you supervise in your present position?~~ are in your administrative unit?

( ) a. One
( ) b. Two
( ) c. Three
( ) d. Four
( ) e. Five or more

14. What ~~is~~ are your major area of interest in your present position?

( ) a. Acquisitions
( ) b. Administration
( ) c. Cataloging
( ) d. Circulation
( ) e. Periodicals
( ) f. Reference
( ) g. Other (Please specify)_____

15. Do you have faculty status?

( ) a. Yes
( ) b. No

16. Have you worked in other types of libraries, in addition to community college libraries?

( ) a. Yes
( ) b. No

17. If you answered Yes to Question 16, identify the types of libraries in which you have worked as a professional librarian

( ) a. Special library
( ) b. Public library
( ) c. University library
( ) d. Four-year college library
( ) e. High school library
( ) f. Other (Please specify)_____

18. Do you have work experience in an occupation other than librarianship?

( ) a. Yes (Please specify)_____
( ) b. No

CONTINUING EDUCATION NEEDS

19. Is continuing education a criteria on for promotion at your community college?

( ) a. Yes
( ) b. No

20. Does your community college support your continuing education needs with in-house programs or assistance in participating in external continuing education programs?

( ) a. Yes
( ) b. No

21. From what sources do you expect to obtain continuing education opportunities?

( ) a. Graduate schools of library science
( ) b. Local universities
( ) c. State library agencies
( ) d. Library associations
( ) e. Community colleges
( ) f. Other (Please specify)_____

library related

22. Is there an institution or organization geographically convenient to you that offers continuing education courses or workshops of interest to you?

( ) a. Yes
( ) b. No

23. What motivates you to participate in continuing education?

( ) a. Specialization
( ) b. Self-fulfillment
( ) c. Promotion
( ) d. Salary increase
( ) e. Meet colleagues
( ) f. Security
( ) g. Study leaves
( ) h. Keep abreast of knowledge in the field
( ) i. Provide better service
( ) j. Financial aid
( ) k. Encouragement by supervisor
( ) l. Job mobility
( ) m. Other (Please specify)_____

24. Are you interested in participating in continuing education courses or workshops?

( ) a. Yes
( ) b. No

25. If you answered Yes to Question 24, what subject content would you like the courses or workshops to include?

retype to place m, n, + o. on the same page with a. through l.

( ) a. Acquisition of materials
( ) b. Administration of community college libraries
( ) c. Automation of community college libraries
( ) d. Budgeting for community college libraries
( ) e. Communication skills
( ) f. Grant writing
( ) g. Human relations
( ) h. Microforms
( ) i. New reference tools
( ) j. Orientation for community college faculty
( ) k. Orientation for community college students
( ) l. Public speaking

( ) m. Role of the community college library

( ) n. Services for community college students

( ) o. Other (Please specify)_____

26. What would influence your selection of a particular continuing education course?

( ) a. Relevancy of subject matter

( ) b. Quality of instruction

( ) c. Geographical location

( ) d. Ability to complete requirements

( ) e. Available time

( ) f. Cost

( ) g. Other (Please specify)_____

27. When would it be possible for you to attend continuing education workshops or courses?

( ) a. Weekends

( ) b. Summer months

( ) c. Evenings

( ) d. Other (Please specify)_____

28. Would you be interested in forming or belonging to a professional association for community college librarians in Florida?

( ) a. Yes

( ) b. No

12213 S. W. 110th Lane
Miami, Florida 33186
March 20, 1978

As a librarian at the South Campus of Miami-Dade Community College, I am doing some independent research on the continuing education needs of community college librarians in Florida. The enclosed questionnaire is designed to assess whether there is a need for formal continuing education programs in Florida that are specifically for community college librarians.

I am particularly desirous of obtaining your responses, and those of the librarians on your staff, since you are the prospective participants in any courses or workshops that would be established. The enclosed questionnaire has been tested for validity and reliability on the ten librarians at the South Campus Library of Miami-Dade Community College. The average time required to complete the questionnaire was six minutes.

It will be appreciated if you, and the librarians on your staff, will complete the attached questionnaire prior to April 15, 1978 and return them in the stamped, self-addressed envelopes enclosed. I would welcome any comments that you may have concerning any aspect of continuing education not covered in the questionnaire, and I will be pleased to send you a summary of questionnaire results, if you desire. Thank you for your cooperation.

Sincerely yours,

Marcia J. Fallon

Enclosures

APPENDIX H

Dear (Library Director):

We are concluding the data-collecting phase of our study on the continuing education needs of community college librarians in Florida and have not yet received the responses from your library.

Since community college libraries may differ greatly in their continuing education needs, and we wish the results of the study to be as accurate as possible, we cannot overemphasize the importance of receiving your completed questionnaires.

Additional copies of the questionnaire have been enclosed for your convenience in replying.

Sincerely yours,

Enclosures

APPENDIX I

PROFESSIONAL JOURNALS READ BY COMMUNITY COLLEGE LIBRARIANS

Title	Number Who Read It
American Libraries	21
Booklist	3
Bulletin of the Medical Library Association	2
Capsules	1
Change	1
Choice	9
Chronicle of Higher Education	3
College and Research Libraries	21
Community and Junior College Journal	2
Educational and Industrial Television	1
Educational Leadership	1
Educational Technology	1
Florida Libraries	2
Functional Photography	1
Journal of Academic Librarianship	5
Journal of Education for Librarianship	1
Journal of Library Automation	4
Journal of the American Society for Information Science	2
Learning Today	1
Library Journal	60
Library Quarterly	1
Library Resources and Technical Services	7
Library Technology Reports	2
Library Trends	7
Media and Methods	3
Publisher's Weekly	4
R. Q.	6
Southeast Librarian	1
Special Libraries	1
Videoscope	1
Wilson Library Bulletin	14

APPENDIX J

WORK EXPERIENCE IN OTHER OCCUPATIONS

Occupations	Number of Librarians
Bakery	1
Bookstore	1
Chemist	1
Clerical	7
College Administrator	1
Finance Company	1
Flight Instructor	1
Grocery Store Manager	1
Heavy Construction	1
Hospital Admitting	1
IBM Operator	1
Insurance	1
Military	3
Newspaper Work	1
Pastor	1
Personnel	2
Photographer	1
Pilot	1
Publisher	1
Sales Buyer	1
Security Guard	1
Teacher	36

APPENDIX K

SUBJECTS INCLUDED IN QUESTION TWENTY-FIVE

Subjects	Number of Times Selected
Acquisition of Materials	26
Administration of Community College Libraries	48
Automation of Community College Libraries	71
Budgeting for Community College Libraries	39
Communication Skills	20
Grant Writing	36
Human Relations	30
Microforms	15
New Reference Tools	39
Orientation for Community College Faculty	39
Orientation for Community College Students	50
Public Speaking	9
Role of the Community College Library	28
Services for Community College Students	41

APPENDIX L

SUGGESTED SUBJECT CONTENT OF CONTINUING EDUCATION PROGRAMS

Subjects	Number of Times Suggested
Audio Visual Services	2
Cataloging	2
Circulation	2
Collection Development	2
COM Catalogs	1
Competency Based Instruction	1
Consortiums	1
Education of Students	1
Medical Libraries in Community Colleges	1
New Trends in Services	1
Procedures of Community College Library Departments	1
Production of Non-Print Materials	2
Public Relations	1
Security	1
Television Production	1

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